
California English Language Development Test (CELDT)



Explaining 2008–09 Summary Results to the Public

- Reporting/Public Release Dates
- CELDT Questions and Answers
- Reporting 2008–09 Results
- Internet Report Descriptions

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Prepared by the
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Introduction

State and federal law require school districts to administer one state-approved assessment of English language proficiency to students whose primary language is other than English. In California, that test is the California English Language Development Test (CELDT). Reports of CELDT results draw the attention of the public and the media throughout the state each year. The ability of school, school district, and county office of education administrators to respond proactively to inquiries about local CELDT results is crucial for increasing public understanding about this test and the use of its results.

This *Explaining 2008–09 Summary Results to the Public* packet provides information about the public release of CELDT results to assist school district and county office of education personnel responsible for working with the public and the media.

Assistance materials in this packet feature a reporting and public release schedule, answers to questions about the CELDT, scale score ranges for CELDT performance levels, Internet report descriptions and sample reports, and instructions for importing CELDT data. A brief history about the CELDT and a glossary of related terms and acronyms also are included.

Two additional assistance packets, which were posted in October 2008, are designed to help school district and school staff communicate with parents and guardians about their students' individual 2008–09 CELDT results and use these results for initial identification and/or reclassification purposes. *Reporting and Using 2008-09 Results: Assistance for School District and School Staff* provides a program overview, reclassification guidelines approved by the State Board of Education, and staff assistance to plan for students with disabilities. *Communicating Individual Results with Parents and Guardians: Resources for Use by School Districts and Schools* provides an information brochure for parents and guardians, sample notifications letters, sample student performance level reports, a guide to the report, and a step-by-step process for accessing the CELDT Web page.

All three CELDT assistance packets are available on the CDE Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>. Spanish translations for a CELDT question and answer document, the parent/guardian brochure, and sample letters are available on the CELDT Recursos en Español Web page at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

More Information

For additional information about the CELDT and its results, visit the California Department of Education Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> or contact the CELDT Office in the Standards and Assessment Division of the California Department of Education at 916-319-0784 (phone), 916-319-0967 (fax), or CELDT@cde.ca.gov (e-mail).

Reporting/Public Release Dates for 2008–09 Results

July 1, 2008	2008–09 CELDT testing windows for initial identification and for the eighth annual assessment of the CELDT administration began
October 31, 2008	Testing window for eighth annual assessment of the CELDT administration ended
Within 30 calendar days after receipt by school districts	Individual CELDT test results (initial and annual) reported to parents or guardians
January/February 2009	Data Review Module correction of test results for tests administered July 1–October 31, 2008, provided January 28–February 20, 2009
April 2009	<p><i>Explaining 2008–09 Summary Results to the Public</i> posted on the California Department of Education (CDE) Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp</p> <p>Final 2008–09 Annual CELDT assessment results for schools, school districts, counties, and the state posted on the CDE CELDT Reporting Site Web page at http://celdt.cde.ca.gov/ for public release</p> <p>State news release of annual 2008–09 CELDT results distributed to media, school districts, and county offices of education and posted on the CDE Web site at http://www.cde.ca.gov/ (April 2009)</p>

**November 2009
(Tentative)**

2008–09 initial identification and combined (initial and annual) CELDT assessment results for schools, school districts, counties, and the state posted on the CDE CELDT Reporting Site Web page at <http://celdt.cde.ca.gov/> for public release*

* Approximately eight weeks after school districts submit completed test forms to the testing contractor, those districts receive an individual performance level report and a General Research File (GRF) for tests scored during that period.

Questions and Answers About the California English Language Development Test

What is the California English Language Development Test (CELDT)?

State law (*Education Code* sections 313 and 60810) and federal law (Title III of the No Child Left Behind Act of 2001) require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to students who are English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

The CELDT has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited-English-proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

Who must take the CELDT?

All students whose primary language is not English, based on the Home Language Survey (HLS), must be given the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are initially fluent in English (IFEP) or if they are English learners. When parents or guardians first register their child for school, they complete the HLS that indicates which language is spoken in their home. The CELDT also must be given once each year to English learners until they are reclassified to fluent English proficient (RFEP), based on the criteria for reclassification established by the local school district in accordance with state law.

Who is an English learner?

An English learner is a student who does not speak English or whose native language is not English and who currently is not able to perform ordinary classroom work in English (also known as a limited-English-Proficient or LEP student) (as per *Education Code* Section 306[a]).

Do kindergarten students take the CELDT?

Yes. Kindergarten students whose primary language is not English take the CELDT.

What did the CELDT for students in grades two through eleven assess in 2008–09?

The CELDT for students in grades two through twelve assessed listening, speaking, reading, and writing in 2008–09. The CELDT is aligned to the English Language Development (ELD) standards adopted by the State Board of Education (SBE) and available on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>. The CELDT includes the following domains and test components:

Listening

- Strategies and applications

Speaking

- Strategies and applications

Reading

- Word analysis
- Fluency and systematic vocabulary development
- Reading comprehension
- Literary response and analysis

Writing

- Strategies and applications
- English-language conventions

What types of questions are used on the CELDT?

The CELDT includes the following types of questions within each domain:

Listening

- Following oral directions
- Extended listening comprehension (passage)
- Rhyming
- Listening comprehension (short, school situation)

Speaking

- Oral vocabulary
- Speech functions
- Choosing and giving reasons
- Four-picture narrative

Reading

- Word analysis
- Fluency and systematic vocabulary development
- Reading comprehension
- Literary analysis

Writing

- Grammar and structure
- Writing sentences
- Writing a short composition

Which CELDT tests were the students in kindergarten and grade one required to take in 2008–09?

In accordance with the California *Education Code* Section 60810, students in kindergarten and grade one were tested only in listening and speaking in 2008–09. Title III of the No Child Left Behind (NCLB) Act of 2001, however, requires that English learners in kindergarten through grade twelve (K–12) throughout the nation be assessed in listening, speaking, reading, and writing, with no state waivers approved.

To comply with the NCLB requirement, *Education Code Section 60810* was amended in 2007 to allow for students in kindergarten and grade one to be assessed in Early Literacy. The CDE estimates that this test for Early Literacy in listening, speaking, reading, and writing will be given as a part of the CELDT for the first time in the 2009–10 school year..

Can parents have their students exempted from taking the CELDT?

No. Federal and state laws require that all students who meet the criteria are to be assessed for English language proficiency, and parents or guardians cannot remove (exempt) their students from this requirement.

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who participate in the CELDT may use accommodations and/or modifications and/or take alternate assessments as specified in their individualized education programs (IEPs) or Section 504 plans. Only students with IEPs are eligible to take alternate assessments for the CELDT (See Section IV of the *Reporting and Using Individual 2008–09 Results: Assistance for School District and School Staff* and the *Matrix 1: Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007)*, which is located on the CDE Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>).

Must students keep taking the CELDT annually until they are reclassified?

Yes. Federal and state laws require all English learners to take the CELDT annually until they are reclassified as fluent English proficient based on criteria established by the local school board in accordance with state law.

Who decides which test questions will be on the CELDT?

Each year, a content review committee is convened to review proposed test questions for their alignment to California's ELD standards. The committee is comprised of educators from a variety of California school districts (including teachers from every grade span), resource teachers, and site and central office administrators. A bias and sensitivity review committee also examines the test questions. This committee is comprised of parents, community members, and educators representing a variety of languages and cultural backgrounds. Following these reviews, the test questions are presented to the CDE for technical review and approval.

Who gives the CELDT?

Only test examiners who are employees of the school district may administer the CELDT. In addition, the test examiners must be proficient in English (e.g., have complete command of pronunciation, intonation, and fluency and can correctly pronounce a full range of American English phonemes) and have received training specifically designed to prepare them to administer this test.

How long does it take for students to complete the CELDT?

The CELDT is an untimed test. The speaking part of the test is administered individually and takes about ten minutes for each student to complete. The listening, reading, and writing parts are administered as a group and take about two hours to complete.

When and how do parents or guardians receive their students' CELDT results?

School districts must send individual CELDT results to parents or guardians within 30 calendar days after they are received by the school district. It takes an average of eight weeks to score the tests and return results to school districts after the completed tests are received by the testing contractor.

How are the CELDT results reported for individual students?

The 2008–09 CELDT student performance level score report provides the following information:

- An overall performance level and a scale score that are an average of the separate performance levels and scale scores for each domain

What do the terms “raw score,” “scale score,” “cut point,” and “common scale” mean within the context of reporting the CELDT results?

- A scale score and a performance level for each domain tested (listening, speaking, reading, and writing)*

For the CELDT, a raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.

Scale scores are derived from raw scores and reported in a specified numerical range. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of a test to another unless there have been changes in the construct of the test or in the scoring ranges.

A cut point is the scale score needed to reach a specified performance level.

A common scale makes it possible to compare results from grade to grade. In the case of the CELDT, the common scale allows comparison of results for consecutive grades.

What is the common scale?

Beginning with the 2006–07 results, the common scale with updated scale score cut points has been used to determine a student’s performance level. This common scale was designed as part of the CDE’s ongoing effort to improve the reporting of results and increase the precision in accountability reporting across grade levels. This allows for comparisons between the 2007–08 and the 2008–09 CELDT results as well as comparisons with future CELDT editions.

How are the performance levels for each domain determined?

Since the CELDT was first administered in the 2001–02 school year, individual- and group-level results have been reported according to five English language performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Each domain tested is assigned a performance level based on the scale score achieved.

* In 2008–09, kindergarten and grade one students were tested only on listening and speaking.

How is the overall performance level determined?

The overall scale score is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing. Since students in kindergarten and grade one were assessed only in listening and speaking in 2008–09, the overall scale score was calculated by weighting the domain scale scores as follows: 50 percent for listening and 50 percent for speaking. The charts on pages 11 through 13 show the scale score range for identifying a student's performance level for the domain tested and overall English language performance level.

Can CELDT results for 2008–09 be compared with CELDT results of previous years?

The 2008–09 results may be compared to the 2007–08 results reported using the common scale but should not be compared with any previous year's CELDT results prior to 2006–07. However, CELDT results from past years are available on the CDE CELDT Reporting Site Web page at <http://celdt.cde.ca.gov/>.

Who sees the CELDT results for individual students?

Only authorized school district personnel, the student, and parents or guardians see the individual student's CELDT results.

How are results of the CELDT used?

CELDT results for newly enrolled students are used initially to identify students as English learners who need to develop their skills in listening, speaking, reading, and writing in English. Results also are used to identify students who are IFEP. Annual CELDT results are used to see how well English learners are acquiring English and as one of four criteria to determine if they are ready to be reclassified as RFEP as determined by the local school board in accordance with state law.

How do school districts use results of the initial CELDT assessment to identify students as English learners or as IFEP?

The SBE established guidelines, based on CELDT results, to determine English language proficiency. For initial identification, students who score at least at the early advanced performance level overall without scoring below the intermediate performance level on any domain on the CELDT may be identified as IFEP. Students who do not meet this criterion should be identified as English learners and take the annual CELDT assessment until they are reclassified as RFEP.

How do school districts use CELDT results for reclassifying English learners as RFEP?

School districts use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, teacher evaluation, and parent or guardian opinion and consultation. The *Guidelines for Reclassification of English Learners* document, approved by the SBE, is located on the CDE Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>. Reclassification is a local decision to be established by the local school board in accordance with state law (*Education Code* Section 313).

How can parents or guardians find out more about the CELDT or their student's results?

Parents or guardians should contact their student's teacher and/or the school office. They are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school or school district.

When and how are summary results released for the 2008–09 annual CELDT administration?

The 2008–09 annual CELDT results for schools, school districts, counties, and the state are posted on the CDE CELDT Reporting Site Web page at <http://celdt.cde.ca.gov/> each spring. Results of the initial assessment (administered from July 1, 2008, through June 30, 2009) and the combined initial and annual assessments summary results will be posted in the fall.

What will the CELDT Internet reports include?

The annual 2008–09 summary reports posted on the Internet will show the number and percentage of students at each grade level achieving each of the five performance levels for overall English language performance and for each domain tested. The 2008–09 summary reports also will show the number and percentage of students meeting the SBE criterion for English language proficiency. The 2008–09 Internet reports will provide summary CELDT results by grade level as well as the demographic fields shown on pages 15 and 16.

Reporting 2008–09 Results

The State Board of Education approved the scale score cut points for each performance level at every grade. These scale score cut points apply to California English Language Development Test (CELDT) results for initial and annual administrations, beginning with July 1, 2006. Each cut point falls between each range of performance from Beginning to Advanced.

Grade K

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 361	140 – 352				180 – 356
362 – 408	353 – 404				357 – 406
409 – 454	405 – 456				407 – 455
455 – 501	457 – 508				456 – 504
502 – 570	509 – 630				505 – 600

Grade 1

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 361	140 – 352				180 – 356
362 – 408	353 – 404				357 – 406
409 – 454	405 – 456				407 – 455
455 – 501	457 – 508				456 – 504
502 – 570	509 – 630				505 – 600

Grade 2

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

Grade 3

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

Grade 4

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

Grade 5

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

Grade 6

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

Grade 7

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

Grade 8

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

Grade 9

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Using 2008–09 Results for Initial Identification and Reclassification

In all cases, classification of students as English proficient is a local decision based on four criteria established by the local school board in accordance with state law (*Education Code* Section 313). *Education Code* Section 60810 requires school districts to use individual CELDT results as the primary indicator for the initial identification of English learners. Placement of a student in English Language Development (ELD) services is a local decision based on CELDT results.

Additionally, school districts are to use annual CELDT results as one of four criteria for considering the reclassification of English learners to fluent English proficient (RFEP). Additional criteria include performance in basic skills, teacher evaluation, and parent opinion and consultation. Guidelines for the reclassification of English learners, approved by the State Board of Education (SBE), are provided in Section V of the *Reporting and Using Individual 2008–09 Results: Assistance for School District and School Staff* located on the CDE Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Guidelines for Determining English Proficiency*

Fluent English Proficient (FEP)	<p>Student's overall score is early advanced or higher, and Each skill area score</p> <ul style="list-style-type: none"> • Listening (kindergarten through grade twelve) • Speaking (kindergarten through grade twelve) • Reading (grades two through twelve only) • Writing (grades two through twelve only) <p>is intermediate or higher.</p> <p>Additionally, a student <u>may</u> be FEP if: Student's overall score is in the upper end of intermediate, and</p> <ul style="list-style-type: none"> • Other test scores • Report card grades • Input from parents/teachers <p>are taken into consideration.</p>
English Learner (EL)	<p>Student's overall score is below early advanced, or Student's overall score is early advanced or higher, but one or more of the skill area scores is below intermediate.</p>

* The guidelines for determining English proficiency were approved by the SBE in October 2001 and updated in September 2006.

Internet Posting of 2008–09 Results*

The Internet aggregate reports will:

- Be accessible through the California Department of Education CELDT Reporting Site Web page at <http://celdt.cde.ca.gov/>.
- Allow searching for results by school name, school district, county, and the state.
- Display CELDT aggregate test results for the initial identification assessment, the annual assessment, and for both assessments combined for the state, counties, school districts, and schools for all students who took the test (data to include annual 2008–09 results in spring 2009; initial and combined results in fall 2009).
- Report scores for groups of four or more students by overall performance level.
- Include CELDT by grade level:
 - The number and percentage of students achieving each of the five performance levels (beginning, early intermediate, intermediate, early advanced, and advanced) for the following populations:
 - All students
 - Female students
 - Male students
 - English learners (ELs) in English language development (ELD) program
 - ELs in ELD and Specially Designed Academic Instruction in English (SDAIE)
 - ELs in ELD and SDAIE with primary language support

* See pages 17 and 18 for sample Internet reports.

- ELs in ELD and academic subjects through primary language
 - Other EL instructional services
 - No EL instructional services
 - Students receiving Special Education services
 - Students receiving Special Education services tested with modifications or alternate assessments
 - Primary language–Spanish
 - Primary language–Vietnamese
 - Primary language–Cantonese
 - Primary language–Korean
 - Primary language–Pilipino (Tagalog)
 - Primary language–Hmong
 - Primary language–Mandarin (Putonghua)
 - Primary language–Armenian
 - Primary language–Khmer (Cambodian)
 - Primary language–Russian
 - Primary language–other
 - Primary language–not specified
- The number and percentage of students who met the CELDT criterion approved by the SBE for English language proficiency (see page 14).

Research File Formats

Downloadable research files will be available as:

- Fixed-length ASCII
- Comma-delimited

Instructions for accessing the 2008–09 data are on pages 19 and 20.

Sample Internet Report

CELDT Results - State Level

DRAFT Report
Simulated Data

Page 1 of 1

California English Language Development Test

Year: 2008-09 ▼

State: California

Counties: -- List of Counties -- ▼

Assessment: Annual Assessment ▼

SubGroup: All Students ▼

Note: Subgroups vary by year.



Reports: Test Results ▼

Annual Assessment - All Students														
Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Performance Levels														
Number and Percent of Students at Each Overall Performance Level														
Advanced	78	14,413	9,966	11,340	12,506	15,134	11,530	14,136	11,462	6,146	5,528	6,925	7,366	126,530
	1.0%	8.0%	6.0%	7.0%	9.0%	13.0%	11.0%	15.0%	14.0%	7.0%	7.0%	11.0%	13.0%	9.0%
Early Advanced	393	43,710	36,496	34,043	39,114	45,255	32,691	35,867	30,922	27,650	25,508	23,301	20,906	395,856
	7.0%	24.0%	21.0%	21.0%	29.0%	38.0%	32.0%	38.0%	37.0%	33.0%	34.0%	37.0%	38.0%	30.0%
Intermediate	1,308	67,327	66,507	68,349	58,078	41,412	41,019	29,522	26,890	32,231	27,896	20,562	16,259	497,360
	25.0%	37.0%	38.0%	43.0%	43.0%	35.0%	40.0%	31.0%	32.0%	39.0%	37.0%	32.0%	29.0%	37.0%
Early Intermediate	1,779	36,935	42,200	31,324	16,013	10,549	11,680	10,249	8,879	11,156	10,474	7,809	6,261	205,308
	34.0%	21.0%	24.0%	20.0%	12.0%	9.0%	11.0%	11.0%	11.0%	13.0%	14.0%	12.0%	11.0%	15.0%
Beginning	1,718	17,607	20,929	15,091	9,547	6,162	5,607	4,912	4,793	6,375	6,278	4,702	4,342	108,063
	33.0%	10.0%	12.0%	9.0%	7.0%	5.0%	5.0%	5.0%	6.0%	8.0%	8.0%	7.0%	8.0%	8.0%
Number Tested	5,276	179,992	176,098	160,147	135,258	118,512	102,527	94,686	82,946	83,558	75,684	63,299	55,134	1,333,117
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Domain Mean Scale Scores														
Listening	373.2	424.6	471.6	478.3	513.1	539.1	559.2	574.2	582.6	573.7	587.1	597.9	599.1	
Speaking	366.3	431.4	479.0	487.7	514.0	534.3	527.8	544.4	553.5	546.5	553.9	563.2	567.1	
Reading			442.2	477.4	507.2	529.0	533.5	547.7	558.1	556.4	570.0	580.4	583.6	
Writing			448.3	489.2	512.7	528.4	531.4	543.1	550.7	551.5	556.6	561.2	557.7	

*** Summary data are not provided for groups of three or less.

Data last updated: March 26, 2009

1. 2008-09 Edition summary results are reported using the common scale that was first used in 2006-07. Results from the 2008-09 Edition may be compared with the results for 2007-08. However, summary results from either of these two years should not be compared with any CELDT results posted in previous years (Forms A-E) including those available on this Web page.

2. *Education Code* Section 313(d) specifies the reclassification procedures to be used when determining whether to reclassify a pupil as proficient in English and is available by clicking the link below.

a. The State Board of Education established the Guidelines for Reclassification of English Learners available by clicking the link below.

b. CELDT Results are the first of four criteria that must be met in order to reclassify a student as Fluent English Proficient (RFEP). The CELDT Criterion is an overall score of early advanced or higher and scores for each domain (listening, speaking, reading, and writing) at intermediate or higher.

Sample Internet Report

CELDT

DRAFT Report
Simulated Data

Page 1 of 1

California English Language Development Test

Year: 2008-09 ▼

State: California



Assessment: Annual Assessment ▼

Counties: -- List of Counties -- ▼

SubGroup: All Students ▼

Note: Subgroups vary by year.

Reports: CELDT Criterion ▼

CELDT Criterion Report - All Students

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students Meeting CELDT Criterion														
# Students	459	57,427	38,264	42,583	48,973	57,006	40,888	45,624	38,858	29,506	28,263	28,046	26,387	482,284
% Students	9%	32%	22%	27%	36%	48%	40%	48%	47%	35%	37%	44%	48%	36%
Number tested	5,276	179,992	176,098	160,147	135,258	118,512	102,527	94,686	82,946	83,558	75,684	63,299	55,134	1,333,117

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Instructions for Importing 2008–09 Data into Microsoft Access

Access Database Empty Shell

How to import comma-delimited files into the Access Database Empty Shell:

An Access Database Empty Shell is provided as a courtesy by the California Department of Education (CDE). It is formatted so that the comma-delimited research files may be imported easily into the database using the following instructions:

1. Go to <http://celdt.cde.ca.gov/datafiles.asp>.
2. Download the Access Database Empty Shell. **(Note that the shell is to be used with Access 2000 or higher version.)**
3. Download the comma-delimited files that you want from the Research Files page.
4. Extract the Access Database Empty Shell to a folder (e.g., "c:\research\"). You should now have a file named "2008_2009_CELDT_Data_Shell.mdb."
5. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
6. Open the Access Database Empty Shell ("2008_2009_CELDT_Data_Shell.mdb") using Access 2000 or higher version.
7. Import the comma-delimited file as follows:
 - a. From the drop-down menu, select "File."
 - b. Select "Get External Data and Import."

- c. Select the comma-delimited file you want to import. **(Note: the comma-delimited file will have a “TXT” file extension.)**
 - d. Select “Import.”
 - e. Select “Delimited” as the file type and select “Next.”
 - f. Select “Comma” as the delimiter and double quotes (”) as the text qualifier. Select the box indicating the “First Row Contains Field Names” and select “Next.”
 - g. To store your data, select “in an existing table.” Choose “Research_Data_2008_2009” from the drop-down menu and select “Next.”
 - h. Select “Finish.”
8. It is recommended that you compact your database at this time. From the Tools menu, select “Database Utilities,” and then select “Compact and Repair Database.”

Note: The Access Database Empty Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to local school district staffs.

A Brief History of the California English Language Development Test

2008–09 The California English Language Development (CELDT) was administered for the eighth year. Educational Data Systems was named the new testing contractor for the CELDT, beginning in 2009–10.

Education Code Section 60810 was amended in 2007 to allow the California Department of Education (CDE) to develop an early literacy assessment that tests students in kindergarten through grade one in the domains of reading and writing. A field test was conducted in spring 2009, and the new test is scheduled to become part of the 2009–10 administration of the CELDT. California currently tests students who are English learners in kindergarten and grade one in the domains of listening and speaking only, and students in grades two through twelve in the domains of listening, speaking, reading, and writing.

2007–08 The CELDT was administered for the seventh year with few changes to the test questions or format.

2006–07 As required by the CDE, the testing contractor for the CELDT convened a statewide standard-setting committee (comprised of teachers and administrators from throughout California) to reexamine the CELDT's performance level scale score cut points that were set in 2001 and based on results from the original test questions. The committee recommended updating the scale score cut points to better align the CELDT performance levels with California's English Language Development (ELD) standards, which resulted in a new common scale.

The State Board of Education (SBE) approved the updated scale score cut points for performance levels as recommended by the CDE and determined through the established standard-setting process.

	<p>The CELDT was administered for the sixth year with a new format that separated Listening and Speaking into two domains as required by Title III of the No Child Left Behind (NCLB) Act of 2001.</p> <p>The updated scale score cut points were first applied to the 2006–07 CELDT results based on the new common scale.</p>
2004–05 and 2005–06	The CELDT was administered for the fourth and fifth years with few changes to the test questions or format.
2003–04	The CELDT was administered for the third year. This was the first year during which all test questions were aligned to the ELD standards.
2002–03	The CELDT was administered for the second year with fewer questions from the Language Assessment Scales (LAS), a commercially available test, and more questions developed exclusively for the CDE based on the state’s ELD standards.
2001–02	<p>The CELDT was first administered with most questions taken from the LAS.</p> <p>The SBE approved five levels of English language performance with cut scores for each level, grade span, and skill area tested. The five performance levels approved were: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.</p>
1999	The SBE adopted ELD standards to define the skills English learners must acquire as they move toward fluency in English and proficiency in California’s English–Language Arts Content Standards.
1997	Assembly Bill 748 authorized the development of ELD standards and the CELDT for students whose primary language is other than English.

Glossary of Terms and Acronyms

AA — Annual Assessment	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment of their progress toward English language proficiency (also referred to as AA).
AMAOs — Annual Measurable Achievement Objectives	Title III of the No Child Left Behind (NCLB) Act of 2001 sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results. See the definition of Title III or NCLB for more detail.
CDE — California Department of Education	The California Department of Education (CDE) provides leadership, assistance, oversight, and resources to local educational agencies to create a dynamic, world-class education system that equips all students with the knowledge and skills to meet world-class standards and excel in college and careers. Directing the CDE is the State Superintendent of Public Instruction (SSPI), who is elected statewide.
CELDT — California English Language Development Test	The CELDT is the state test of English language proficiency that school districts in California are required to administer to newly enrolled students whose primary home language is not English and to students who are English learners as an annual assessment (<i>Education Code</i> Section 313 and Title 5, <i>California Code of Regulations</i> , Section 11510).
CELDT Blueprints	The CELDT blueprints outline specific English Language Development (ELD) standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.
Domains	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The NCLB Act of 2001 also requires that comprehension be assessed, which is calculated as the average of listening and reading scale scores.

ELD Standards — English Language Development Standards	The English Language Development (ELD) standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.
English Learner	English learners are students with a primary language other than English who are not yet proficient in English.
English Proficiency	<p>The SBE established guidelines, based on <i>Education Code</i> Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:</p> <ol style="list-style-type: none"> (1) Assessment of English language proficiency, which in California is the CELDT; (2) Comparison of performance in basic skills, which the SBE has indicated should be based on results of the student's latest California English–Language Arts Standards Test (CST for English–Language Arts); (3) Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average (GPA), or other measure that school districts use to determine students' academic performance; and (4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
IFEP — Initial Fluent English Proficient	Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the school district criterion for English language proficiency (i.e., those students who were initially identified as fluent in English).
II — Initial Identification	The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment of English language fluency (also referred to as II).

Performance Level Descriptors	Performance level descriptors describe the competencies associated with each performance level. Performance level descriptors characterize what students at each performance level know and can do in English.
Performance Levels	The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Proficiency Levels	The ELD Standards identify five proficiency levels through which English learners progress toward English language proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Primary Language	The language identified (at the local level) to be the student's primary language based on information provided in the Home Language Survey (HLS) upon the his or her first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify whether he or she is to be assessed with the CELDT.
Reclassification	Reclassification is the local process used by school districts to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. The reclassification process is based on SBE-approved guidelines.
RFEP — Reclassified Fluent English Proficient	Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English language proficiency are determined to be fluent English Proficient (RFEP).

RTQs — Released Test Questions

Released Test Questions (RTQs) are selected questions taken from prior test administrations (2003–2006) of the CELDT. These questions:

- Cover a selection of ELD standards within the four domains tested.
- Demonstrate a range of performance across all four grade spans.
- Represent a variety of ways ELD standards can be assessed.

Since RTQs are released to the public, they do not appear on future forms of the CELDT.

SBE — State Board of Education

The State Board of Education (SBE) is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *Education Code*. The SBE has 11 members appointed by the Governor.

Title III of NCLB — Title III of the No Child Left Behind (NCLB) Act of 2001

The Title III section of NCLB requires states to administer a test to newly enrolled students whose primary (home) language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners (IFEP) must be given the CELDT annually until they are reclassified as fluent English proficient (RFEP). Title III also sets AMAOs or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.